DOCUMENT RESUME

ED 393 824 SP 036 569

AUTHOR Mack, Faite R-P.; And Others
TITLE Perceptions of Minority Middle School Students in Regard to Teaching as a Career Choice: 1995 Gary, Indiana Survey.
PUB DATE 22 Feb 96
NOTE 27p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (48th, Chicago, IL, February 21-24, 1996).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Black Teachers; *Black Youth; *Career Choice; Intermediate Grades; Junior High Schools; Middle Schools; *Minority Group Children; Minority Groups; *Minority Group Teachers; *Student Attitudes; *Teaching (Occupation); Teaching Conditions
IDENTIFIERS African Americans; *Middle School Students

ABSTRACT

This presentation reports on a survey to explore the attitudes of African American middle school students about teaching as a career choice, and to determine their perceptions of the conditions associated with the teaching profession. The study surveyed 265 eighth-grade students in Gary, Indiana. Only 35.8 percent had had anyone talk to them about becoming a teacher, and less than 50 percent had asked a teacher why they selected teaching as a career. Survey responses also covered perceptions regarding job satisfaction, instruction level and subject area preferences, and characteristics of teachers. Findings of the study suggested that a pool of qualified African American middle school students are available to be recruited into teacher education programs. However, intervening variables such as financial support, career awareness, lack of positive information on education as a career choice, and lack of encouragement appear to be barriers in enlisting minority high school graduates into the teaching field. In addition to the findings of the survey, the report offers 12 strategies for immediately increasing minority student enrollment in preprofessional education programs, including: career opportunities for minorities with degrees outside of teacher education and career ladder opportunities for non-certified employees already in the schools; alternative certification programs using evening and weekend study; establishment of Future Teacher Associations at middle and high schools; scholarships with work-study and summer employment opportunities; school visits by successful educators; mentors for high school and college students interested in teaching careers; "publicity" activities that communicate the employment rewards offered by teaching; and "magnet" middle and high schools that have a teaching career theme. (Contains 44 references.) (ND)

ED 393 824

PERCEPTIONS OF MINORITY MIDDLE SCHOOL STUDENTS IN REGARD TO TEACHING AS A CAREER CHOICE: 1995 GARY, INDIANA SURVEY

Faite R-P. Mack, PH.D.
Professor, Grand Valley State University

Vernon G. Smith, ED.D.
Assistant Professor, Indiana University

Thomas E. Jackson, PH.D.
Professor, Grand Valley State University

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

F. Mack

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION
48TH ANNUAL MEETING
CHICAGO, ILLINOIS

FEBRUARY 22, 1996

SP036569

BEST COPY AVAILABLE

ABSTRACT

PERCEPTIONS OF MINORITY MIDDLE SCHOOL STUDENTS IN REGARD TO TEACHING AS A CAREER CHOICE: 1995 GARY, INDIANA SURVEY

Faite R-P. Mack, PH.D.
Professor, Grand Valley State University

Vernon G. Smith, ED.D.
Assistant Professor, Indiana University

Thomas E. Jackson, PH.D.
Professor, Grand Valley State University

This presentation reports the survey responses of African American middle school students (8th graders) attending the Gary, Indiana school district (n = 265). It presents their attitudes regarding teaching as a career choice and their perceptions of the conditions associated with the teaching profession. In addition to sharing the findings of the survey, this presentation offers 12 strategies for immediately increasing minority student enrollment in preprofessional education programs.

PERCEPTIONS OF MINORITY MIDDLE SCHOOL STUDENTS IN REGARD TO TEACHING AS A CAREER CHOICE: 1995 GARY, INDIANA SURVEY

Faite R-P. Mack, PH.D.
Professor, Grand Valley State University

Vernon G. Smith, ED.D
Assistant Professor, Indiana University

Thomas E. Jackson, PH.D.
Professor, Grand Valley State University

Statement of the Problem

The purpose of this investigation was to survey the attitudes of African American middle school students with regard to teaching as a career choice, and to determine their perceptions of the conditions associated with the teaching profession. It was based on the premise that awareness of these issues could be one factor in a larger effort to change variables which could increase the number of minority teachers and improve the preparation of all teachers who work in schools with diverse student populations. The study was designed to answer the question, "Why do so few African American students enter the field of teaching if the needs are so great?"

The Issue of Recruiting Minority Teachers

According to the American Association of Colleges of Teacher Education (1987), a quality education requires that all students be exposed to the variety of cultural perspectives that represent a nation at large. Such exposure can be accomplished only via a multi-ethnic teaching force in which the racial and ethnic groups are included at a

level of parity with their numbers in the overall population. Diversity must become a strength upon which our nation's future can depend, rather than be seen as a weakness to be dealt with by society (Howe, 1991).

School districts and teacher educators have continued to express their concern about the critical under representation of minority groups in the profession of teaching (Banks, 1994, 1991; Gordon, 1993, Haberman, 1988; Smith et al., 1988; Case et. al., 1988; Spellman, 1988; Holmes, 1986; Greer and Husk, 1989; Gollnick & Chinn, 1986). Since 1980 the number of minority students enrolled in public schools has been rising while the availability of minority teachers has been falling. It is predicted that by the year 2,000, nearly 50 percent of the students in kindergarten through 12th grade will be minority, and minority students will comprise the majority in 53 of the nation's largest cities (Goretz & Pitcher, 1985).

Children of poverty and minority children are increasingly located in central city schools, which also have the worst teacher shortages (Oakes, 1987). At present, in all but two of the 25 largest cities, a majority of students are "minority" (Graham, 1987). These central city school districts may be described as having minority populations in "majority" status, and are areas which tend not to be the primary choice of non-minority teachers with regard to employment aspirations.

Demographic data reported by the American Association of College of Teacher Education (1994) reported that while minorities represented 32 percent of the public school age population in 1990, a survey of teacher-preparatory institutions in 47 states and the District of Columbia revealed that enrollments in undergraduate elementary education programs had representations as follows: 6.4 percent were

African American, 3.4 percent were Hispanic, and 0.8 percent were Asian American, and 0.5 percent were of those undergraduates preparing to teach at the high school level, only 5.7 percent were African American, 4.0 percent were Hispanic, 0.8 percent were Asian American, and 0.6 percent were Native American. Of those undergraduates preparing to teach special education, only 6.6 percent were African American, 3.1 percent were Hispanic, 0.5 percent were Asian American, and 0.5 percent were Native American. Of prospective teacher candidates, 81% of teachers were female (nearly 90% in elementary education), 92% were white, less than 3% were functional in a language other than English, and only 9% reported that they would choose to teach in urban or multicultural settings (21st Century, 1991).

(Insert Table 1)

The downturn in minority educators has been do dramatic that some authors (Cole, 1986, MEA, 1992, Edwards, 1981; Irvine, 1988; Rodman, 1985) have referred to minority teachers and administrators as an "endangered species." The implications are that most teachers teaching today's children are European American, and tomorrow's teaching force will be even more so. According to W.A. Smith (1988), with the existing minority teaching force, students, who have about 40 teachers during their precollegiate years, can expect to encounter only two to three who are members of a minority group during their entire school career. George H. Russell (1988), Assistant to the Superintendent of Personnel Services Division (San Diego City Schools), states that if this steady decline in minority teachers continues unabated at its present pace, there is a real possibility that by the 21st century, minority teachers could well become as extinct as the prehistoric dinosaur.

Foster (1989) reports that in 1950, half of the African American professionals in the United States were teachers. However, with the increase in the number of African American college graduates in a variety of fields, teaching is no longer perceived as a way out of the lower class. As a result, both teachers and parents may be discouraging talented high school students from identifying teaching as a career option. According to Graham (1987), African American teacher representation has dropped from 12 percent in 1980 to less than 7 percent in 1990.

Throughout the seventies and into the eighties, Gordon (1993) contended that the shortage of minority teachers was embedded in a context of school desegregation, higher education elitism, racism, poverty, and urban decay. A much larger potential supply of teachers exists among ethnic and urban communities than is evident from the current minority student enrollment in teacher education programs in universities with traditionally white student bodies. She suggested that while racism and poverty have slowed academic achievement in urban communities, the lack of active recruitment and community partnerships on the part of teacher education programs has contributed to the low enrollment of students of color in those programs. As well, she contended that adding to this situation has been the inertia of the teaching profession and its training program resulting in selection criteria of recruitment which perpetuate stereotypes of teaching based on the typical teacher at middle-class suburban schools, and the consequences of increased testing and longer training programs for minority students.

In a face to-face-interview, 140 teachers of color in Cincinnati, Ohio, Seattle, Washington and Long Beach, California, were asked "Why do you think students of color are not going into teaching?" Three major areas with seventeen themes emerged from the responses.

Educational Experience
1. no high school diploma
2. lack of preparation
3. negative student experience in school
4. poor student discipline/lack of respect
5. teachers not prepared for diversity
6. lack of support for college

Cultural and Community Concerns
1. lack of academic encouragement
2. racelessness (fear that demonstrating an interest in school will be equated with acting white)
3. absence of role models
4. low status of teachers
5. too much education for the return
6. teaching not attractive to some ethnic groups

Social and Economic Obstacles
1. low pay
2. negative image
3. poor school conditions
4. more opportunities elsewhere
5. racism (Gordon, 1993)

Is it important to have an adequate supply of minority educators for the nation's schools? To this question, one may respond that minority professionals in America's schools serve as role models for both minority and majority students. They give credence to the viability of education as an acceptable career path to upward mobility for minority populations. According to Leonard (1980), minority educators tend to be the professional role models having the earliest contact with young children, providing the valuable models of successful minority individuals who are contributing members of society.

Non-minority students will benefit from the opportunity to experience minority teachers. Interacting with minority educators will result in increased familiarity with minorities and their culture(s), and experience in seeing them in professional roles will lead to higher expectations in others for minority group members (Middleton et. al., 1988).

Without sufficient exposure to minority teachers throughout their education, both minority and majority students come to characterize the teaching profession, and the academic enterprise in general, as better suited for European Americans (Terrell, 1995). As the proportion of European American teachers grows, role modeling that might encourage minority students to pursue careers in education decreases, possibly further enlarging the already inadequate ratio of minority teachers to minority pupils in the schools.

Mack and Jackson (1991, 1992a, 1992b, 1995, 1996) reported that minority high school seniors and minority parents tend to maintain a stereotype of the characteristics of a "good or best" teacher, and the characteristics are highly associated with an individual belonging to the same racial/ethnic group. In encouraging a high school senior to become a teacher, they discovered that the traits of a "best" teacher varied greatly from the qualities deemed important in the training efforts of institutions of higher education.

However, even as role models, minority teachers may not be encouraging minority students to become teachers. In a 1988 survey of American teachers (Harris, et al, 1988), African American and Hispanic teachers reported that they were much more likely to see themselves as leaving the teaching force. Of 300 teachers surveyed, 41 percent said

they were likely to leave teaching within five years as opposed to 25 percent of the majority teachers. Page (1991) reported that although African American teachers generally reported positive views of the factors associated with their teaching careers, they were not very likely to encourage their own children to enter the profession.

The Institute for Educational Leadership (1988) reported that many urban teachers struggle with inadequate resources, substandard facilities, and lack of support that would not be tolerated in other professions. Working conditions were cited as being so poor that they had very powerful negative effects, including higher teacher absenteeism, low morale, and low job satisfaction.

Sullivan and Dziuban (1987) discovered that teachers were frequently discouraged academically talented students from considering a career in teaching. Because of frustrations associated with their own employment and status, they were accomplishing this so effectively that virtually none of their students, interviewed in the study, seriously considered public education as a career choice.

Page and Page (1984) found similar results and reported that high school seniors were discouraged by negative school environments. The major finding of their study was that the variable which best determines if students will consider teaching is simply whether or not other individuals have discussed the career choice with them. The majority of students had never had anyone talk to them about selecting the teaching profession as their occupational choice. The Pages suggested that recruitment efforts must be devised to include levels other than the senior year in high school, especially individuals in the teaching profession provide that encouragement.

Barry, et. al, (1989), in a series of personal interviews with high school sophomores in three states regarding their perceptions of teaching as a career discovered that

1. for both regular and advanced students, 5.8 percent indicated an interest in becoming a teacher.

2. only 2 percent of the advanced students indicated an interest in teaching a prospective career.

3. most students -- regardless of race, gender, or school location -- expressed negative opinions about teaching as career alternative, with reasons that included poor pay, boring and routine work, lack of autonomy, limited opportunities for advancement, and frustrating working conditions.

4. students reported being discouraged from teaching by their own teachers and by parents who are teachers.

It has been shown that many students from minority backgrounds do not clearly recognize the connection between schooling and careers, although they often aspire to careers that require college degrees (Blackwater Associates, 1989). Often students from historically under-represented groups lack information and counseling on the things to do in high school that will qualify them for college.

In a report by Alliance 2,000 (1994), it is suggested that there are students of great potential who have had inadequate preparation in public schools, who lack an adequate understanding of the prerequisites and requirements of a college education, and who therefore can profit from programs and supports that will steer them toward success in higher education. The first steps toward attracting these students into teacher education programs, therefore, involves the efforts necessary to ensure that these students enter college in the first place.

SURVEY GROUP

The middle school students (8th graders) were enrolled in the Gary School District (Indiana): Bailey Middle, Kennedy-King Middle, Tolleston Middle, Edison Middle, Beckman Middle, and Pulaski Middle. The total number of surveys administered was 300 and the return rate was 93 percent. Students self-identified themselves by gender and racial/ethnic group with the following representation: 0.4% Asian American, 0.7% Hispanic, 0% European American, 1.8% Native American 95.3% African American, and 1.8% Other. Because of the under representation of all other groups, the findings and recommendations of this study are limited to African American middle school students (N = 265).

SURVEY INSTRUMENT AND ANALYSIS

A four-page, back-to-back questionnaire was developed having 46 questions asking for either single or multiple responses. The survey was composed of checklist, rating, and Likert-type items, and was modeled after a survey instrument developed by Enger (1983). Students were instructed to carefully read each item and to mark their responses in the space provided. They were informed that the survey was not a test, and the only "right" answer was the one that was a true reflection of their opinion. Data was examined using the SPSS for Windows statistical procedure.

SURVEY RESPONSES:

Only 32.8 percent of the students reported that they lived with both parents; 49.1 percent lived only with the mother, 3.8 percent lived only with the father, 7.5 percent lived with a grandparent or aunt or uncle, 3.4 percent lived with a guardian, and 3.4 percent lived in other "family"

arrangements. When asked to identify their mother's or father's highest level of education, the following rank order listing was given: high school graduate (47.0%), 4-year college graduate (17.1%), community or junior college graduate (15.1%), graduate or professional degree (11.2%),, and did not finish high school (9.6%). In asking if a parent was a teacher or school administrator, 7.2 percent answered "yes" and 91.3 percent answered "no."

Approximately 79 percent indicated a desire to enter college after graduation, other plans after high school graduation included: begin full-time work (6.0%), join the armed services (3.0%), enter vocational school (2.3%), and other (9.1 %). Middle school grade point average, one predictor of future high school success and graduation was reported to be 3.0 or higher by 27.4 percent of the students.

Nearly 57 percent indicated teaching is a worthwhile profession for men and 85 percent indicated teaching is a worthwhile profession for women. When asked, "If given a scholarship would you become a teacher?" 31.8 percent responded "yes." Only 35.8 percent had anyone to talk to them about becoming a teacher, and less than 50 percent of the students had asked a teacher why they selected teaching as a career choice.

When asked, "How much do you think teachers enjoy their work?", the rank order listings are as follows: most of the time (43.3%), some of the time (42.6%), all of the time (6.1%), very little (4.6%), and not at all (3.4%).

Placed in rank order, the following individuals were perceived to have offered positive encouragement to select teaching as a career choice: teacher, parent, relative, guidance counselor, friend, minister or clergyperson, and youth leader.

INSERT TABLE 2

When asked, "Where they would choose to teach?", the majority of the students identified a middle-size urban school district like Gary 52.1%). Other choices in rank order included: suburban district (22.8%), large urban school district (15.2%), and rural school district (9.9%). When asked, "Would they like to work in the Gary School District?", 51.7 percent responded "yes."

In providing a choice of instructional level, the students offered the following rank order responses: middle or junior high (29.7%), upper elementary (19.0 %), early elementary (18.6%), high school (17.1%), and preschool (15.6%). Ninety-three percent of the sample would select a regular education teaching placement and 5.7 percent would choose to teach special education.

In selecting a high school subject area, these students indicate their first choice would be to teach by rank order: physical education, mathematics, business, art, English, chemistry, history, social sciences, general science, and physics.

When requested to compare teaching as a career choice to other professions like medicine, law, or business, the sample responded that teaching offers more of the following characteristics in rank order: vacation time available, time for planning and additional duties after school, opportunity for career advancement, prestige and status, pay or salary, and difficulty of job.

INSERT TABLE 4

In identifying the characteristics of being a teacher that would attract them to joining the teacher profession, the students responded in the following rank order (from high-to-low): contribution to helping children, salary or pay, fringe benefits, opportunity for career advancement, vacations, support given by parents, job availability, support given by school administration, job security, student behavior, prestige an/or status or being a teacher, difficulty of job.

INSERT TABLE 3

When asked to identify the starting salary for a new teacher in their school district, only 17.5 percent answered within the correct range.

INSERT TABLE 4

SUMMARY

There appears to be little significant progress in the recruitment of minority high school seniors into preservice schools of education, even though the proportion of minority students in the school-age population is approximately 40 percent and growing. Are we correct in believing that African American students are not interested in teaching as a career choice? The findings in our study have suggested that a pool of qualified African American middle school students are available to be recruited into teacher education programs. However, intervening variables such as financial support, career awareness, lack of positive information regarding the field of education as a career choice, and lack of encouragement appear to be barriers in enlisting minority high school graduates into the teaching field. Somehow these intervening variables, which have been identified in this research study, have become effective gatekeepers in restricting minority student enrollments across all fields of study. If our

nation's schools are to reflect the model of a "just society," minorities will have to be empowered with an equitable representation of teachers and school administrators, and a guarantee that teacher education is inclusive rather than exclusive. As stated by E. L. Boyer (1990), we must recognize that inequality is rooted in the society at large, and it falls on higher education to have an unequivocal commitment to social justice.

According to Terrell (1995), schools of education must greatly expand their efforts to increase significantly the number and proportion of minority graduates. Changing demographics suggest that the nation can ill afford to waste valuable resources by ignoring minority students; and the nation's future will depend on minority students' success, thus influencing the social, economic, and political stature of the United States (Midgette & Stephens, 1990).

Wilson (1989, 1988) suggested that left unchecked, the declining participation of minorities in teacher education will have repercussions for future generations of Americans. Left unchecked, the field of teacher education risks developing an educational and economic underclass, establishing the profession of education as a being reserved only for European Americans, and establishing urban school teacher service as a "colonial" assignment in communities where there is little investment.

As the Carnegie Forum on Education and the Economy noted in 1986, the diminution in the number of minority teachers has an adverse effect on all students, majority as well as minority. For the race and background of their teachers often tells them something about authority and power in contemporary America. These messages influence

students' attitudes and their view of their own and others' intrinsic worth. The views they form in school about justice and fairness may also influence how they view the status of their own citizenship.

As Graham (1987) has predicted, the greatest need for teachers will be in schools of America's urban and inner-city areas. Minority students are more likely than their majority counterparts to select an urban-type school district as their teaching preference. These minority students would provide a teaching staff that prefers to work in urban schools, rather than one made up of many majority teachers who are assigned to these schools by default.

Midgette and Stephens (1990)) suggested that since a majority of minority students are attending predominantly European American institutions, it becomes even more critical for those institutions to adopt policies that are innovative in recruiting, retaining, and graduating a greater number of minorities. In addition to presenting the findings of our research, we offer the following 12 strategies for immediately increasing minority student enrollment in preprofessional teacher education programs.

1. Provide career change opportunities for minorities with degrees outside of teacher education, especially in areas that may be suffering industrial or governmental downsizing.

2. Provide career ladder opportunities for non-certified employees already in the schools.

3. Form working partnerships with two-year colleges that lead to 2 + 2 degree programs.

4. Demand that schools of education offer alternative certification programs that provide certification opportunities through evening and weekend study.

5. Encourage schools of education to combine theory-and-practice in the schools, using the National Teacher Corps and Teach America models.

6. Establish Future Teacher Associations at middle and high school levels.

7. Establish scholarship programs that offer work-study and summer employment opportunities in the schools.

8. Encourage successful educators to visit every school for the purpose of proselytizing the virtues of being a teacher.

9. Encourage successful teachers and administrators to serve as mentors for high school and college students interested in a teaching career--"reach one, recruit one."

10. Organize "publicity" activities that communicate the employment rewards offered by teaching.

11. Initiate preservice programs that encourage cohort groups of minority students who are assigned throughout their academic careers to supportive faculty mentors.

12. Establish "magnet" middle and high schools that have a teaching career theme.

REFERENCES

Alliance 2000 Project (1994, September). Precollegiate development of young potential trainees: A never ending paper. Fairfax Station, VA.

American Association of Colleges for Teacher Education (1987). Minority teacher recruitment and retention: a call for action. Washington, DC: AACTE Publications.

American Association of Colleges for Teacher Education (1991). Survey of teacher education enrollments by race/ethnicity and gender. Washington, DC: AACTE Publications.

American Association of Colleges for Teacher Education (1994). Teacher education pipeline III: Schools, colleges, and departments of education enrollments by race and ethnicity. Washington, DC: AACTE Publications.

Banks, J. (1991). Teaching strategies for ethnic studies. Boston: Allyn & Bacon.

Banks, J. (1994). Multiethnic education: Theory and practice. Boston: Allyn & Bacon.

Barry, G. et. al (1989) Recruiting the next generation of teachers: Conversations with high school sophomores. Research Triangle Park, NC: Southeastern Educational Improvement Laboratory.

Blackwater Associates (1989). Looking to the future: Focus group discussions about college and careers with minority middle-school students and parents. Research Triangle Park, NC: Southeastern Educational Improvement Laboratory.

Boyer, J. (1990, January). In search of community. Speech presented at the American Council on Education Annual Convention, Washington, DC.

Carnegie Forum on Education and the Economy, Task Force on Teaching as a Profession (1986). A nation prepared: teachers for the 21st. Century. Washington, DC: Carnegie Forum.

Case, C. W. et. al. (1988). Minority teacher education: Recruitment and retention methods. Journal of Teacher Education, 39, 54-57.

Cole, B. P. (1986). The black educator: An endangered species. Journal of Negro Education, 55, 326-334.

Edwards, C. E. (1981). Are black administrators an endangered species? Lifeline, 1, 1-2.

Enger, J. M. (1983, April). Perceptions of teaching as a career by Bahamian grade 12 students in college-preparatory programs. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada, (ERIC Document No. ED 235 170).

Foster, M. (1989, November), Recruiting teachers of color: Problems, programs and possibilities. Paper presented at the Fall Conference of the Far West Holmes Group, Reno, NV.

Goertz, M. & Pitcher, B. (1985). The impact of NTE by states on the teacher selection process. Princeton, NJ: Educational Testing Service.

Gollnick, D. & Chinn, P. (1986). Multicultural education in a pluralistic society. Columbus: Charles Merrill.

Gordon, J. A. (1993). Why students of color are not entering teaching: Reflections from minority teachers. Journal of Teacher Education, 45(5), 346-353.

Graham, P. A. (1987). Black teachers: A drastically scarce resource. Phi Delta Kappan, 68, 598-605.

Greer, R. G. & Husk, W. L. (1989). Recruiting minorities into teaching. Bloomington, Indiana: Phi Delta Kappa Foundation.

Haberman, M. (1988). Proposals for recruiting minority teachers: Promising practices and attractive detours. Journal of Teacher Education, 39, 38-44.

Harris, L. et. al. (1988). 1988 survey of the American teacher. New York: Lou Harris and Associates.

Homes, B. J. (1986). Do not buy the conventional wisdom: Minority teachers can pass the tests. Journal of Negro Education, 55, 335-346.

Howe, H. (1991) America 2,000: A bumpy ride on four trains. Phi Delta Kappa, 73(4), 192-203.

Irvine, J. J. (1988). An analysis of the problems of disappearing black educators. The Elementary School Journal, 5, 303-314.

Institute for Educational Leadership (1988). Working conditions in urban schools. Washington, DC: Institute for Educational Leadership.

Leonard, P. et. al. (1980). Education 2,000: A joint effort to recruit minorities into teacher education. (ERIC Document No. ED 286 862).

Mack, F. R-P. & Jackson, T. E. (1992, July). High school students' perceptions of the characteristics of their best teachers. Presentation at the 39th World Assembly of the International Council of Education, Paris (France), UNESCO Headquarters.

Mack, F. R-P. & Jackson, T. E. (1993). High school students' "best teachers." Secondary Education Today, 34, 22-29.

Mack, F. R-P. et. al..(1995, February). Parental attitudes regarding the characteristics of a "best teacher": Comparison by gender and ethnic group. Presentation at the Annual Meeting of the American Association of Colleges of Teacher Education, Washington, DC

Mack, F. R-P. & Jackson, T. E (1996). Perceptions of minority high school seniors in regard to teaching as a career choice. in C.A. Ryan & S. L. Woods (Eds.), Urban Multicultural Education (pp. 45-54). Needham Heights, MA: Simon & Shuster Custom Publishing.

Michigan Education Association (1992, November). NEA polls shows more teachers would select teaching again, little progress in hiring minorities. MEA Voice, p. 16.

Middleton, E. J. et. al (1984). A model for recruitment and retention of minority students in teacher preparation programs. Journal of Teacher Education, 39, 14-15.

Midgette, T. E. & Stephens, C. (1990). High risk minority student retention model: A collaborative program for black students. Educational Considerations, 1, 33-34.

Oakes, J.(1985). Keeping track: How schools structure inequality. New Haven: Yale University Press.

Page J. (1991, April). The teaching profession as perceived by African Americans. Paper presented at the Annual Meeting of the American Educational Research Association

Page, J. & Page F. (1984, January). High school perceptions of teaching as a career opportunity. Paper presented at the Annual Meeting of the Association of Teacher Educators, New Orleans, LA, (ERIC Document No. ED 241 534).

Russell, G. H. (1988). Minority teachers "dinosaurs of the twenty-first century?" American Association of School Personnel Administrators Research Brief, 1, 1-7.

Smith, G. P. et. al. (1988). A case study of the impact of performance-based testing on the supply of minority teachers. Journal of Teacher Education, 39, 45-53.

Smith, W. A. (1988). Maintaining the pipeline of Black teachers for the twenty-first century. Journal of Teacher Education, 39, 45-53.

Spellman, S. O. (1988). Recruitment of minority teachers: Issues, problems, facts, possible solutions. Journal of Teacher Education, 39, 58-93.

Sullivan, T. & Dziuban, C. (1987, February). A study of the current manner in which public teaching is portrayed to our most able young people. Paper presented at the Annual Meeting of the Association of Teacher Educators, Houston, Texas (ERIC Document Number ED 277 706).

21st Century: Restructuring the education of teachers. (1991). Reston, VA: Association of Teacher Educators.

Terrell, M. B. (1995, January). The history of bias in selecting and retaining African American teacher candidates. Paper presented at the Annual Meeting of the Paris Convention on Equity Assessment.

BEST COPY AVAILABLE

TABLE 1

COMPARISON OF PERCENTAGE REPRESENTATION: PUBLIC ELEMENTARY AND SECONDARY STUDENTS, PUBLIC ELEMENTARY AND SECONDARY SCHOOL TEACHERS, AND SCDE ENROLLMENTS BY RACE/ETHNICITY

Racial/ethnic	students	teachers	SCDE
European American	68.0	86.0	84.7
African American	16.0	9.2	6.9
Hispanic	12.0	3.1	3.6
Asian/Pacific Islander	3.0	1.0	1.0
Native American/ Alaskan Native	1.0	0.7	0.5

Source: AACTE (1991)

SCDE = Schools, colleges and departments of education

MIDDLE SCHOOL QUESTIONNAIRE
(By Percent)

1. What is your family status?

32.8	a. live with both mother and father
49.1	b. live only with mother
3.8	c. live only with father
7.5	d. live with grandparent or aunt or uncle
3.4	e. live with guardian
3.4	f. none of the above

2. What is your mother's or father's highest level of education?

9.6	a. did not finish high school
47.0	b. high school graduate
15.1	c. community or junior college graduate
17.1	d. 4-year college graduate
11.2	e. finished graduate or professional degree

3. Is your mother or father a teacher or school administrator?

7.2	a. yes
91.3	b. no
1.5	no response

4. What is your approximate grade point average (gpa)?

1.5	a. 1.0 to 1.4	30.9	d. 2.5 to 3.0
6.9	b. 1.5 to 1.9	18.9	e. 3.0 to 3.4
33.2	c. 2.0 to 2.4	8.5	f. 3.5 to 4.0
30.9	d. 2.5 to 3.0	0.1	no response

5. After high school

6.0	a. begin full time work
79.2	b. enter college
33.2	c. enter vocational school
3.0	d. join the armed services
9.1	e. other
0.4	no response

6. Has anyone talked to you about becoming a teacher?

35.8	a. yes	64.2	b. no

7. Have you asked a teacher why they selected teaching as a career?

49.6	a. yes	50.4	b. no

8. If given a scholarship, would you become a teacher?

31.8	a. yes	68.2	b. no

BEST COPY AVAILABLE

9. Do you think teaching is a worthwhile profession for men?

56.6	a. yes	40.4	b. no	3.0	no response

10. Do you think teaching is a worthwhile profession for women?

84.9	a. yes	13.9	b. no	1.2	no response

11. How much do you think teachers enjoy their work?

6.1	a. all the time	4.6	d. very little
43.3	b. most of the time	3.4	e. not at all
42.6	c. some of the time		

TABLE 2
QUESTIONS 12 - 18

HOW HAVE EACH OF THE FOLLOWING INDIVIDUALS ENCOURAGED YOU TO BECOME A TEACHER

INDIVIDUAL	ENCOURAGEMENT				
	MUCH	SOME	NO	DIS	NR
12. PARENT	19.8	22.8	51.3	6.1	4.7
13. TEACHER	17.8	37.5	37.1	7.7	4.8
14. RELATIVE	12.0	28.7	49.6	9.3	4.8
15. FRIEND	7.4	19.1	56.8	16.3	4.4
16. GUIDANCE COUNSELOR	9.7	23.3	54.7	12.0	4.4
17. YOUTH LEADER	10.5	14.0	60.5	14.3	4.0
18. CLERGYPERSON	9.7	15.1	61.2	13.2	4.0

19. If you were a teacher, you would choose to teach in a:

15.2	a. Large urban school district like Chicago
52.1	b. Middle size urban school district like Gary
22.8	c. Suburban school district like Valparaiso
9.9	d. Rural school district

20. If you were a teacher, you would choose to teach:

5.7	a. special education	93.2	b. regular education	1.1 no response

21. If you were a teacher, you would choose to teach:

15.6	a. preschool students	29.7	d. middle or junior high school students
18.6	b. early elementary students	17.1	e. high school students
19.0	c. upper elementary students		

TABLE 3
QUESTIONS 12 - 18

HOW DO YOU THINK THAT EACH OF THE FOLLOWING CHARACTERISTICS OF BEING A TEACHER WOULD ATTRACT OR WOULD NOT ATTRACT YOU TO JOIN THE TEACHING PROFESSION?

CHARACTERISTIC	WOULD	WOULD NOT	NO RESPONSE
22. SALARY OR PAY	64.0	35.6	0.4
23. FRINGE BENEFITS	61.2	38.8	0
24. VACATIONS	60.4	39.6	0
25. WORKING CONDITIONS	45.8	54.2	0
26. CONTRIBUTION TO HELPING CHILDREN	68.3	31.7	0
27. PRESTIGE AND/OR STATUS IN BEING A TEACHER	31.5	68.5	0
28. JOB AVAILABILITY	53.6	46.4	0
29. JOB SECURITY–FEW LAYOFFS	41.2	58.5	0
30. OPPORTUNITY FOR CAREER ADVANCEMENT	61.2	38.5	0.3
31. DIFFICULTY OF JOB	25.8	73.8	0.4
32. SUPPORT GIVEN BY PARENTS	53.8	45.8	0.4
33. SUPPORT GIVEN BY SCHOOL ADMINISTRATION	49.2	50.4	0.4
34. STUDENT BEHAVIOR	35.0	64.6	0

35. If I were a teacher, I would like to work in the Gary, Indiana School District

51.7	a. yes	47.5	b. no	0.8 no response

37. If I were a high school teacher, my first choice would be to teach the following subject (darken only your first choice):

14.5	a. art	0.4	e. foreign languages
17.6	b. business	5.9	f. general science
11.3	c. chemistry	37.1	g. none of these
13.3	d. English		

38. If I were a high school teacher, my first choice would be to teach the following subject (darken only your first choice):

10.1	a. history	6.6	e. social studies/ social sciences
25.2	b. mathematics	4.3	f. vocational education
36.8	c. physical education	13.2	g. none of these
3.9	d. physics		

TABLE 4
QUESTIONS 39 - 45

BASED ON THE FOLLOWING LIST, HOW DOES TEACHING COMPARE AS A CAREER TO OTHER TYPES OF PROFESSIONS LIKE LAW, MEDICINE, BUSINESS, ETC. ?

CHARACTERISTIC	MORE	SOME	LESS	NO RESPONSE
39. PAY OR SALARY	23.0	24.2	51.6	0.2
40. DIFFICULTY OF JOB	19.0	42.7	37.9	0.4
41 PRESTIGE AND STATUS OF BEING A TEACHER	25.3	38.3	36.0	0.4
42. OPPORTUNITY FOR CAREER ADVANCEMENT	27.2	37.0	35.4	0.4
43. COLLEGE EDUCATION REQUIRED	28.7	40.2	31.1	0.0
44. VACATION TIME AVAILABLE	40.2	30.3	29.5	0.0
45. TIME REQUIRED FOR PLANNING AND ADDITIONAL DUTIES AFTER SCHOOL	33.9	35.9	28.3	1.9

BEST COPY AVAILABLE

TABLE 5
QUESTION 46

STARTING SALARY FOR A NEW TEACHER IN THE GARY, INDIANA SCHOOL DISTRICT?

SALARY	PERCENT
$10,000 TO $14,999	28.0
$15,000 TO $19,999	17.5
$20,000 TO $24,999	21.5
$25,000 TO $29,000	17.5
$30,000 TO $34,999	2.4
$35,000 TO $39,999	2.0
$40,000 TO $45,000	11.0